**Interpersonal Communication COM 170, Spring 2019**

**Name:** Dr. Carrie Kennedy-Lightsey (pronounced “Light-SEE” but call me Dr. KL)

**Email:** kennedylcd@sfasu.edu

**Office:** Although this class is 100% online, I will be available to meet on campus should you need. If so, please email me to schedule a time to meet on-campus in my office, which is located in Liberal Arts North (LAN) # 418.

**Department:** Languages, Cultures, and Communication; Communication Studies

**Course Required Text/Materials.**

This course exists entirely online via D2L. Therefore, you’ll need:

- Computer with stable Internet access.
- Access to text software (like Word) to save all documents as .docx or .rtf (.pages files must be exported as .docx files. Failure to do so will result in lost points).
- Computer file folder to store course documents. Type and save all of your files on your computer and **then post/upload them into D2L** to avoid losing materials. All **discussion posts** however need to be **copied and pasted directly in the textbox** provided to ensure greater ease when engaging in discussion. Do NOT upload files for discussions.
- The required textbook:

You may decide additional materials are beneficial to your learning. For instance, I know that based on how I learn best, I would have a notebook to take notes from the readings and module material shared online just like I would from taking a class face-to-face. Continue to the next page where we'll discuss how we'll learn about Interpersonal Communication and how such learning will be evaluated in this course.

**Course Description:** A study of communication in the one-to-one situation leading to development of interpersonal communication skills. Emphasis on positive mental attitude and personal growth.

**Program Learning Outcomes:**

- Students majoring in Communication Studies should display comprehension of major communication theories.
- Students majoring in Communication Studies will apply the major theories in the field to communicate effectively in a variety of settings.
- Students majoring in Communication Studies will be able to use and demonstrate understanding of appropriate methodology in critical, humanistic, or social scientific paradigms in examining research questions in communication.
- Students majoring in Communication Studies will be able to recognize the central role of diversity and freedom of expression in a global community.
• Students majoring in Communication Studies will be able to demonstrate knowledge of the constitutive nature of communication which includes forces that enable and constrain communication such as technology, ethics, and organizational life.
• Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.

General Education Core Curriculum Objectives/Outcomes:
• To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
• To understand the importance of specifying audience and purpose and to select appropriate communication choices.
• To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
• To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
• To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument. q To develop the ability to research and write a documented paper and/or to give an oral presentation.

Student Learning Outcomes: This course introduces the study of interpersonal communication. Throughout the semester, we'll explore a variety of concepts, theories, frameworks, and perspectives that apply to human communication and interaction. This course is designed to encourage students to increase their understanding of interpersonal communication and apply course concepts and theories to real-world experiences. By the end of the semester, students should be able to:
• Recall and describe communication concepts and theories.
• Apply course concepts to diverse interpersonal situations.
• Distinguish and design competent verbal and nonverbal messages based on the communication context.
• Evaluate effective and appropriate verbal and nonverbal messages in various interpersonal encounters.

Course Requirements

How do you learn the material for the course?
You’ll want to read each textbook chapter in addition to viewing/reading the materials provided under the content tab in D2L. These are called modules and they are the equivalent of an in-class lecture. Although there may be some similar material to the textbook, you may find testable information that is not covered in the textbook. So it is important that you go through each of the module’s content pages before completing quizzes, discussion posts, reflection papers, or the final exam. I will also guide you to which assignments are associated with the content. All due dates however can be found on the Course Timeline.
How will your knowledge be evaluated?
There is a total of 500 possible points in this class. The due dates of quizzes, discussion posts, paper, and exams are listed in the Course Timeline. Your final grade in this course is based on your cumulative point total (not percentage) and will be assessed as the following:

A = 450-500, B = 400-449, C = 350-399, D = 300-349, F < 299

Course Assignments

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points Possible</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quizzes (5 @ 20pts ea.)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Discussion Posts (5 @ 20pts ea.)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Essay (1 @ 100pts)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Mid-term Exam (1 @ 100pts)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final Exam (1 @ 100pts)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>

When preparing for quizzes and exams, make sure to read both the textbook chapters and the modules as information can and will come from both of these sources. The quizzes themselves will be more definition and content based, whereas the exams will be more situation/application based.

How will your knowledge be assessed?
I will use the rubric available on the next page. It’s important that you read and familiarize yourself with the rubrics available on the next two pages as I will use them to grade your assignments. Scroll down to view the rubrics.
## General Assessment Rubric

<table>
<thead>
<tr>
<th>Required Activities</th>
<th>Possible Points per Activity</th>
<th>Full Credit</th>
<th>Partial Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (5 total)</td>
<td>5 x 20 points = 100</td>
<td><strong>20 points.</strong> You correctly answer all questions.</td>
<td><strong>1-19 points.</strong> Points earned for each correct answer.</td>
<td><strong>0 points.</strong> You do not complete quiz during time available. If there is evidence of working with another student.</td>
</tr>
<tr>
<td>Discussion board posts (5 total)</td>
<td>5 x 20 points = 100</td>
<td><strong>20 points.</strong> You provide meaningful posts and there is evidence of participation. You clearly integrate course material/knowledge into the discussion.</td>
<td><strong>1-19 points.</strong> If your participation or content is not adequate. If you do not follow instructions.</td>
<td><strong>0 points.</strong> There is no evidence of your participation in the discussion.</td>
</tr>
<tr>
<td>Essay (1 total)</td>
<td>1 x 100 points = 100</td>
<td><strong>100 points.</strong> Your grade will depend on how well you incorporate course material and apply your learning by the due date.</td>
<td><strong>1-99 points.</strong> If your paper doesn’t include course material and/or is difficult to read (writing errors).</td>
<td><strong>0 points.</strong> If you do not submit your paper on time or your paper is plagiarized.</td>
</tr>
<tr>
<td>Mid-term and Final Exams (2 total)</td>
<td>2 x 100 points = 200</td>
<td><strong>100 points.</strong> You correctly answer all questions.</td>
<td><strong>1-99 points.</strong> Points earned for each correct answer.</td>
<td><strong>0 points.</strong> You do not complete exam during time available. If there is evidence of working with another student.</td>
</tr>
</tbody>
</table>

On the next page is a more specific explanation of what I'll be using to grade discussion board posts.
## Discussion Board Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality and Timeliness</td>
<td><strong>5 points.</strong> Submits one initial response early in the session and two or more thoughtful peer responses early in the session, and more than two peer responses closer to the end of the session.</td>
<td><strong>3.5-4.5 points.</strong> Submits at least one initial response early in the session, and at least two peer responses closer to the end of the session.</td>
<td><strong>0-3 points.</strong> Does not submit at least one initial response early in the session and/or does not submit at least two peer responses closer to the end of the session.</td>
</tr>
<tr>
<td>Spelling and Mechanics</td>
<td><strong>5 points.</strong> Submits posts that contain grammatically correct sentences without any spelling errors.</td>
<td><strong>3.5-4.5 points.</strong> Submits posts that have one or grammatically incorrect sentences and two spelling errors.</td>
<td><strong>0-3 points.</strong> Does not submit posts that are in complete sentences or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors.</td>
</tr>
<tr>
<td>Demonstrates Knowledge and Understanding of Content and Applicability to Professional Practice</td>
<td><strong>5 points.</strong> Posts and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community.</td>
<td><strong>3.5-4.5 points.</strong> Posts and responses show evidence of knowledge and understanding of course content and applicability to professional practice.</td>
<td><strong>0-3 points.</strong> Post and responses show little evidence of knowledge and understanding of course content and applicability of professional practice.</td>
</tr>
<tr>
<td>Generates Learning Within the Community</td>
<td><strong>5 points.</strong> Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners and take the discussion deeper.</td>
<td><strong>3.5-4.5 points.</strong> Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.</td>
<td><strong>0-3 points.</strong> Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.</td>
</tr>
</tbody>
</table>
Course Policies

Late Assignments. Assignments are due by the designated time on the Course Timeline. All assignments must be submitted via D2L. No late work is accepted. Any exceptions will be determined on a case-by-case basis and will require extremely compelling, well-documented reasons. You must provide documentation for dire circumstances (e.g., accident, hospitalization, family death etc.) to the Office of Student Rights and Responsibilities (Rusk Bldg. #315; 936-468-2703). You are expected to leave yourself enough time to complete your assignments to account for technical difficulties.

Grading Policy. I cannot explicitly measure effort. The final product is all that can be evaluated. Although effort is typically associated with improved results, you should not confuse the two. If you are dissatisfied with a grade on an assignment, you must wait at least 24 hours and no more than 7 days before discussing the issue with me. At that time, you should be focused on what can be done to improve your performance on the next assignment, rather than disputing the grade itself. I spend a great deal of time ensuring that I grade assignments in a fair and consistent manner and any error that does occur will be in your favor. Please feel free to contact me at any time about ways to improve your performance in the course. I strongly suggest however that this is done early in the semester rather than waiting until the end of the semester.

If you “need” an A or B, good grade, passing grade, etc in this class... I understand that success in this class is important to many of you, and I will do the best that I can to help you. Begging for a grade is unethical and will not be tolerated! To deter such unethical practices, students will lose 5 points per request. Here are some general tips to help you earn your grade in this class.

- Log in to D2L every day.
- Check your SFASU email every day.
- Read the textbook AND the online modules.
- Proceed through the modules in the order their presented to make sure you don't miss important information.
- Ask questions if you have them during virtual office hours, either via chat or email.
- Follow the rules in this syllabus. Clear up any questions that you have early on.
- Complete and submit your work on time or early.
- Utilize on-campus resources that are available to you, including the AARC and the library.
- Proofread your work before submission. If I am unable to understand your writing, you will lose points. Although this is not an English class, correct grammar and spelling are expected on ALL assignments (including discussions).

Technology. It is important that you be familiar with D2L. All correspondence will occur via D2L and your SFASU email account. You can anticipate that any unexpected changes or prompt announcements will be distributed via D2L. Moreover, all of your assignments will be distributed and submitted via D2L and grades will be posted in D2L. You are encouraged to check D2L and your SFASU email account on a daily basis for
updates and other information. If you do not check your D2L and email regularly, you will still be held accountable for missed information regarding the course.

I understand that technology can be quirky and problematic at times. However, it is your responsibility to ensure that assignments are delivered in some manner to me by the due date and time. If you’re having problems with D2L and can’t get your paper to submit, then you should email me the paper directly via my SFASU account (kennedylcd@sfasu.edu) with the intent of resubmitting the paper to D2L once technology issues have been resolved. However, I will not grade a paper submitted via email. It must be submitted to the designated D2L Dropbox. Any assignment submitted in any form after the due date stated on the Course Timeline will not be graded (see “Late Assignments” section).

Classroom Civility. Civility in our virtual classroom is not only expected, but also required. We may discuss some sensitive issues in this class. Please be mindful that although you have not experienced certain things first hand, it is very possible and highly likely that some of your classmates have. A vast array of opinions, points of view, and experiences will be expressed, and we will work together to create an environment where everyone feels safe to express their ideas. While different opinions, experiences, and ideas will be welcomed, incivility and disrespect will not be tolerated. Although we are participating in an online course where we may feel more comfortable sharing information we wouldn’t normally share face-to-face, please also be mindful that sharing information that is too personal may make others feel uncomfortable.

Academic Integrity (A-9.1) “Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp”

Withheld Grades Semester Grades Policy (A-54) “Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will
automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.”

**Students with Disabilities**

“To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.”
<table>
<thead>
<tr>
<th>Topic</th>
<th>Module</th>
<th>Dates</th>
<th>Assigned Reading/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week 2</td>
<td>1/28-2/1</td>
<td>Communication: Introduction to Interpersonal Communication</td>
</tr>
<tr>
<td>2</td>
<td>Week 3</td>
<td>2/4-2/8</td>
<td>Communication, Culture, and Identity</td>
</tr>
<tr>
<td>3</td>
<td>Week 4</td>
<td>2/11-2/15</td>
<td>Communication, Perception, and the Self</td>
</tr>
<tr>
<td>4</td>
<td>Week 5</td>
<td>2/18-2/22</td>
<td>Communicating Nonverbally</td>
</tr>
<tr>
<td>5</td>
<td>Week 6</td>
<td>2/25-3/1</td>
<td>Communicating Nonverbally</td>
</tr>
</tbody>
</table>

The modules and assignments are available in addition to the due dates, but you can only complete a module during the days it is open and assignments are due. Make sure to pay attention to the dates.

Note: This is not a self-paced course. It is self-directed, because you have to set your own goals to complete your coursework on time.

Spring 2019 Interpersonal Communication Tentative Schedule
<table>
<thead>
<tr>
<th>Topic</th>
<th>Assigned Reading/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Responding</td>
<td>6/3/8 - 3/15</td>
</tr>
<tr>
<td>Communication and Emotion</td>
<td>3/18-3/22</td>
</tr>
<tr>
<td>Sharing Personal Information</td>
<td>3/25-3/29</td>
</tr>
<tr>
<td>Communicating Conflict</td>
<td>4/1-4/5</td>
</tr>
<tr>
<td>Sharing Personal Information</td>
<td>4/8-4/12</td>
</tr>
</tbody>
</table>

**Week 7**
- 3/4 - 3/8
- Read/Study Module 6 Materials
- Read Chapter 6 in the textbook
- Complete Checklist
- Assigned Reading/Due Dates

**Week 8**
- 3/11 - 3/15
- Mid-Term Exam (Chapters 1-6—3/11-3/15). Due 3/15 @ 1:59pm
- Complete Essay Assignment
- Read/Study Module 8 Materials
- Read Chapter 8 in the textbook
- Complete Discussion Post #4—4/1-4/5. Closes 4/5
- Assigned Reading/Due Dates

**Week 11**
- 3/25-3/29
- Complete Chapter 7 Quiz (#4) due 3/29 at 11:59pm
- Assigned Reading/Due Dates

**Week 12**
- 4/1-4/5
- Complete Discussion Post #5—4/1-4/5. Closes 4/5
- Assigned Reading/Due Dates
<table>
<thead>
<tr>
<th>Assigned Reading/Due Dates</th>
<th>Topic</th>
<th>Module</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 10 Materials</td>
<td><strong>Chapter 10 Quiz (#5)—due 4/25 @ 11:59pm</strong></td>
<td>10</td>
<td>Week 14</td>
</tr>
<tr>
<td>Read/Study Module 10 Materials</td>
<td>Complete</td>
<td>4/22 - 4/25</td>
<td></td>
</tr>
<tr>
<td>Read Chapter 10 in the textbook</td>
<td>Relationships</td>
<td>10</td>
<td>Week 13</td>
</tr>
<tr>
<td>Submit Final Essay to Dropbox folder by 5/8 @ 11:59pm</td>
<td><strong>Easter Break (4/18 &amp; 4/19)</strong></td>
<td>10</td>
<td>Week 16</td>
</tr>
<tr>
<td>Read Chapter 11 in the textbook</td>
<td>Communicating in Context: Families, Friends, and Romantic Partners</td>
<td>11</td>
<td>Week 15</td>
</tr>
</tbody>
</table>
| Complete Checklist | **Final Exam (Chapters 7-11)—5/3-5/7; due 5/15 @ 11:59pm** | | 5/13 - 5/17

This schedule is subject to change at the instructor's discretion. It is your responsibility to stay abreast any changes made throughout the semester.